C
C71mZsPek
1913

The State Teachers College of Colorado

UNIVERSITY OF ILLINOIS LIBRARY
DEC 28 1920

SUMMER TERM

SPECIAL BULLETIN
KINDERGARTEN DEPARTMENT

FEB 27 1917

Summer Term Opens June 16 and Closes July 25, 1913

GREELEY, COLO.

Colo. St. Teachers Col.
S.S.
1913

Bulletin of The State Teachers College of Colorado
SERIES XII MARCH, 1913 No. 12
Entered at the Postoffice Greeley, Colorado, as Second Class Matter

The State Teachers College of Colorado

KINDERGARTEN BULLETIN

SUMMER TERM

Summer Term opens June 16, 1913, and continues six weeks. Credit given toward graduation.

For further information address The State Teachers College of Colorado, care Division F. Greeley, Colorado.

In all publications of this institution is employed the spelling recommended by the Simplified Spelling Board.

TRAINING SCHOOL

FACULTY

Z. X. SNYDER, Ph. D.
President of the College.

D. D. HUGH,
Dean of the Training School.

ELIZABETH MAUD CANNELL,
Principal of the Kindergarten.

EDWYNA DAVIES,
Fellow in Kindergarten.

KINDERGARTEN

ELIZABETH MAUD CANNELL.
EDWYNA DAVIES,

The Kindergarten department of the State Teachers College has two classes of needs in mind in the courses offerd: First, to prepare teachers for the public school kindergartens of the state, and secondly, to give primary grade teachers such training as shall fit them to co-operate with the kindergarten, continuing its spirit and such phases of its constructiv activities as are suited to the needs of children beyond the kindergarten age. The courses offerd fall into two classes: those leading to the special kindergarten-primary diploma, which licenses the holders to teach in both the kindergartens and primary grades of the state, and those not given as majors but open to all students of the school who wish some knowledge of its method and technic while not specializing in the department.

THE SPECIAL KINDERGARTEN-PRIMARY COURSE

One of the oldest departments of the school, this course has graduated a goodly number of students, who have establisht high standards of scholarship, of personal culture and of successful teaching experience. There is a stedy and normal growth in the number of public school kindergartens in the state, and an increasing number of graduates are cald to responsible positions as directors of kindergartens and also as training teachers in other Normal schools. Many of the graduates take positions in the best primary grades of the state; and superintendents in some towns say they will not consider applicants for these primary grades who have not had kindergarten training. But there are other than merely practical considerations which often determin young women in the choice of this course. These have to do with the general culture and larger social usefulness derived from the training. Largely conceived, such training makes for refinement, responsiveness, freedom and personality. With the kindred subjects elected in other departments, it aims to make its students more efficient,

socially, intellectually, and morally, and to prepare them for the intelligent care of children both in the house and the school.

The department also provides the opportunities for social companionship possible in a special group. Each class is organized for some elected lines of intellectual and philanthropic undertaking. There are frequent class meetings of a social nature, as well as entertainment of each class by the other. The annual parties given by each class to the other class and to members of the Faculty are occasions for the getting of experience in school room decoration, in fancy costuming, and in preparing programs exemplifying various phases of the work of the training classes. The senior class also meets at regular intervals at the home of the kindergarten director to pursue some especial study of art or literature.

ENTRANCE REQUIREMENTS.

The entrance requirements for the Kindergarten-Primary diploma are, in general, the same as for the regular course. In addition, each student must be able to play such music as is found in the usual kindergarten song books and in books of rythms of a grade corresponding to Miss Hofer's volumes of Music for the Child World. Failing to meet this requirement on entrance, the student, by taking private lessons and practising diligently, may be able to meet the standard before the close of the senior year.

As character, culture, and a certain aptitude are peculiarly necessary for kindergarten work, the department reservs the right of selection and decision in each case; and as soon as it is determind that the individual has no aptitude for the work, she is requested to withdraw from the course.

Graduates from State Normal schools and colleges may complete the Kindergarten-Primary course in one year, provided they have the requisit training in music.

In addition to the course prescribed for graduation in all courses, the kindergarten primary diploma requires one additional course in teaching and seven courses in kindergarten theory and practice. The remaining number to make the thirty required term credits are elected under the advice of the

department. Students are usually advised to take courses in art, music, nature study, reading and manual training, thus preparing to teach the usual subjects of the grade curriculum.

COURSES OFFERD IN THE SUMMER TERM OF 1913.

2. **Kindergarten Theory.**—Junior College. This course includes: Mother Play.—A study of impulsiv and spontaneous activities and their utilization in education.

Gifts.—Theory and practical exercizes with the third and fourth gifts.

Occupations.—Weaving, free-hand and needle or loom weaving.

Games.—Some study is made of the social significance of traditional games. Games reflecting the common industrial activities are playd.

A study is made of the educational value of rythm, together with practises in the more fundamental forms. 5 hours.

7. **Materials of the Curriculum.**—Junior College. This course discusses the value and basis of selection of materials for the daily program, making some comparison of the programs of representativ schools. The students make programs on assined topics, grade the materials for the children in the different kindergarten groups, etc. Considerable time is spent in compilations of suitable story material as to content and form, together with practis in telling stories, followd by class criticism and discussion. Students are also given opportunity to tell stories to large groups of children in the public schools of the town. 5 hours.

8. **Froebel and Montessori.** A comparativ study will be made of the principles of Froebel and Mme. Montessori together with the educational materials of each system. The Montessori didactic materials will be put into the hands of the students for use, then modifications and home-made substitutes will be pland by the class. Theories as to the value of play, especially of Goos, will be studied. Daily practis in playing games, rythms, and Folk dances. Hand-work suited to grade teaching. 5 hours.

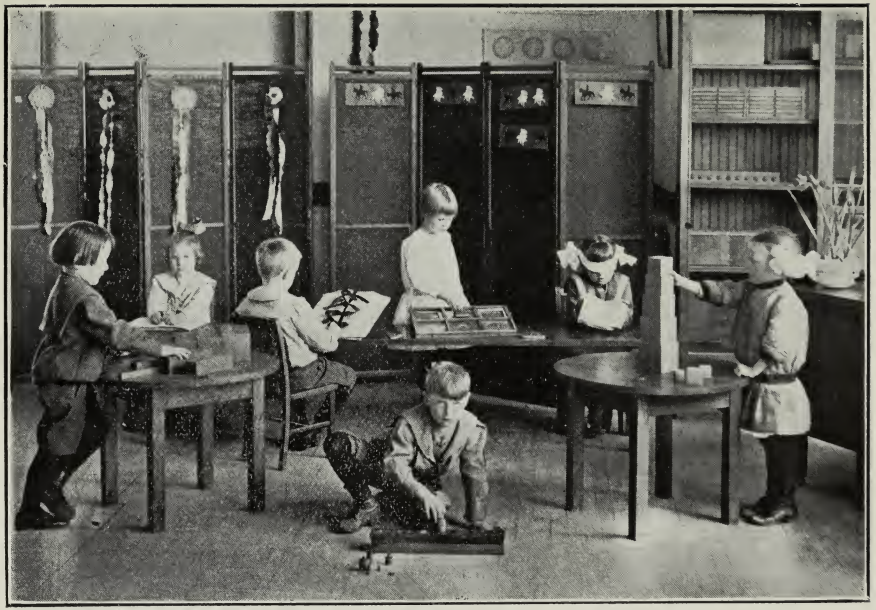
PRACTIS TEACHING

There will be a kindergarten in daily session where students may observ and also teach if they have the requisit credits. Much outdoor work will be done by the children. They will cultivate their gardens, make excursions to places of interest in the neighborhood, play outdoor games, and engage in such general forms of construction work as are required for carrying on plays connected with the doll house and the activities of the home.

An English Folk Dance. Senior Colonial Party.

Kindergarten Tea on the Campus.

A Day in the Kindergarten.



Children Using Montessori Materials.

Outdoor Activities. Raking Leaves.

Domestic Activities. Churning Day.

UNIVERSITY OF ILLINOIS-URBANA
3 0112 111487119